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ABSTRACT

Designed primarily for use in the intermediate grades, the teaching unit provides 11 lessons and related activities for teaching students to look at colonial architectural elements as a means of learning about 18th century lifestyles. Although the unit relies upon resources available in Alexandria and Arlington, Virginia, other 18th century cities or towns can be studied in the same manner. Lesson topics include identifying elements of colonial architecture, understanding the history of colonial architecture, reading floor plans for architectural details, identifying exterior and interior architectural elements, taking a walking tour of Alexandria's Carlyle House or a similar 18th century structure, investigating modern adaptations of colonial elements, comparing architecture of the past with present day and anticipated future styles, and designing a colonial dwelling. Goals, objectives, suggested materials, teacher guides, student assignments, and illustrations are included in each lesson. Appendices giving details for a walking tour of Alexandria are followed by a short, annotated bibliography. (LH)

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WHAT DID IT LOOK LIKE THEN?
(Eighteenth Century Architectural Elements)

By

Joshua Taylor, Jr.

Arlington Public Schools

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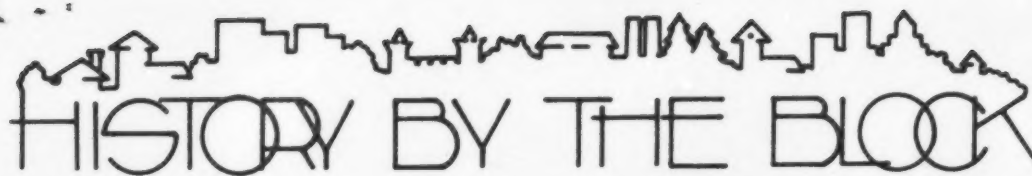
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Thanks and appreciations to Renee A. Dunbar, Secretary to the project, to Eloise Austin who prepared the preliminary and final manuscripts of the units, and to Thao Le, student at Washington-Lee High School for the excellent illustrations in this unit, What Did It Look Like Then?

Our special thanks to the staff at the National Endowment for the Humanities for their support to the project.



Arlington Public Schools • 1426 N. Quincy Street Arlington, Virginia 22207

Project Description

HISTORY BY THE BLOCK is an educational design seeking to strengthen the teaching of history in the Arlington Public Schools by focusing attention on the role of architecture and the design process in American social history. The program will also focus attention on the redevelopment that is taking place in Arlington at the present time, and will help students understand that what is being build in Arlington at the present time will be left to future generations as a record of our society. In looking at the past in our country, students will be able to discover that buildings are as much a record of the past as any other historical evidence and reveal the tastes and values of a particular time.

Plan of Action

Teacher workshops were held during the summers of 1982 and 1983 to familiarize teachers with architectural concepts and the design process as it fitted into social history. The workshops were followed by writing sessions which translated concepts learned into units of study at several elementary and secondary levels in history and social studies courses. The units written during the summer of 1982 were piloted by several teachers during the 1982-83 school year. They were then evaluated and revised during the summer of 1983. During the same time period experiences in architecture and social history were provided as an inservice program for a much wider group of teachers. The units will be published and distributed widely during the fall of 1983 to all interested teachers.

Curriculum Units

The following units were produced by the project:

<u>Grade Level</u>	<u>Title</u>
4-5	<u>What Did It Look Like Then?</u> Eighteenth Century Architectural Elements
7-8	<u>Freedman's Village: Arlington, Virginia</u> 1863-1900
7-8	<u>Block Study: Learning About Your Local Community</u>
7-8	<u>If These Walls Could Talk!</u> The Story of Arlington House Before the Civil War
11	<u>The Capitol Experience in Washington, D.C.</u>

Supported by a grant from the National Endowment for the Humanities, ES-1930-81

Each unit includes lesson descriptions and teacher and student materials needed for teaching/learning. In addition, all the visuals and sources are included. While the units use local Arlington sites and may be construed as local history, the concepts of the units may be adapted to any location. In addition, the units on Arlington House (Custis-Lee Mansion in Arlington National Cemetery) and Freedman's Village in the same location, and on the U.S. Capitol have national significance. The two units on Arlington House and Freedman's Village together provide a unique way to look at the Civil War period. The Freedman's village unit opens up a long neglected aspect of local and national Black history.

Skills To Be Learned

Students learning from these units can be expected to acquire the following skills:

1. Be able to identify the major architectural styles used in American towns and cities and understand the historical reasons for the popularity of these styles.
2. Understand the interrelationship between architecture and design and the social history in the growth of American communities.
3. Be able to use the study of architecture as a tool to unlock historical information using visual literacy and critical thinking skills.
4. Understand the ways in which the use of space affects the way people live and work.
5. Understand the forces (political, social, economic) within a community which determine how space within that community is used, and how historically, these forces have been influenced.

The Results

This unit, What Did It Look Like Then? familiarizes students with elements of eighteenth century architecture that were appreciated in the past as well as the present. Written by Joshua Taylor, Jr. of Ashlawn Elementary School, 4th grade teacher, it demonstrates the fact that properly used, architecture is of interest to young children and does much to help explain something about what is valued in the world in which they live.

Martha Swaim, Project Coordinator
Seymour B. Stiss, Project Director

September, 1983

Introduction

Architecture is the art and science of designing and building structures in keeping with aesthetic and functional criteria.¹ Also, architecture is a vehicle for studying style, form, and function of our built environment. The thrust of this teaching unit is for children to look at colonial architectural elements as a means of learning about our past and understanding the present and future. Additionally, students will learn about 18th Century life styles and living conditions. The lessons and activities contained in this unit are planned primarily for intermediate grade students, however, content and activities can be adjusted to other grade levels.

This unit relies upon resources available in Alexandria and Arlington, Virginia. Therefore, it is important to make arrangements early for an Alexandria walking tour, including a visit to the Carlyle House and a classroom visit by a resource person from the Lyceum (Alexandria Museum) before starting this unit. See appendix for this information.

¹Harris, Cyril M. Historic Architecture Source Book. McGraw-Hill Book Company, New York, 1977.

Studying Eighteenth Century Cities: A Note to the Teacher

The resource materials for this HISTORY BY THE BLOCK unit of study were developed utilizing resources in Alexandria, Virginia. These resources included visits to historic properties, tour of the Old Town area near the waterfront, and copies of early city documents. Alexandria was selected for this unit due to its proximity to Arlington, Virginia, the historical past, and 18th Century buildings that are well preserved for student observation. Also, Alexandria was a typical 18th Century seaport and survived as a seaport into the 20th Century.

However, other 18th Century cities or towns can be utilized in the same manner as Alexandria. You can easily substitute places such as Colonial Williamsburg, Virginia; Boston, Massachusetts, or any early city, town or seaport. Any area settled during the 18th Century will contain the same architectural elements and styles as Alexandria, and students will be able to understand how cities developed and people lived during this time period.

Some cities and towns developed after the 18th Century, therefore, you can use any 19th or 20th Century structure, such as a house or building in your locality, because colonial architectural elements have remained basically the same, even though these elements appear on modern structures.

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Identifying Elements of Colonial Architecture

Lesson #1

Goal: Identifying elements of colonial architecture

Objective: Students will be able to draw a colonial house exterior and use at least two references to verify his/her drawing.

Materials: Overhead projector, transparency of inventory, drawing paper 8 x 10, crayons and/or magic markers, pre-test, and if possible, peruse current Social Studies textbook and encyclopedia (under "Colonial Architecture - America") for illustrations of colonial houses.

Preparation: Duplicate pre-test and make transparency of Answer Sheet

Teacher

Introduce lesson by assessing what the students already know about 18th century architecture. Before administering the colonial house inventory, ask the following questions:

1. How many of you have seen an old house about 200 years old?
2. Did it look different from the houses we have today? Now let's see what you remembered about that old house.

Ask students to draw or sketch a colonial house from memory. (Allow 10 minutes).

Collect and display drawings.

Administer pre-test (allow about 5 to 10 minutes).

Ask: What references in our classroom or library can be used to prove that you have drawn a colonial house or to check the accuracy of your test answers? Write student suggestions on the board or chart paper. Conclude by pointing out relevant pages in the textbook or encyclopedia.

Student

Questions 1-2 - student response will vary

Execute drawing of house on 8 x 10 drawing paper

Complete pre-test.

Brainstorm sources.

Teacher

Show transparency and check pre-test. Collect pre-tests and file for comparison at end of unit.

Conclude discussion by telling students that they will be studying 18th century colonial architecture. However, there was architecture before the 18th century, but only a few structures remain from the first English settlements. Most early settlers were too busy fighting for survival to cultivate anything architecturally significant.

Student

Check pre-test against transparency

Name _____ Date _____

Colonial Inventory (Pre-test)

Directions: Check your knowledge of 18th Century architecture by completing the checklist below. There might be some architectural words with which you might not be familiar. However, these words will become part of your vocabulary during the study of 18th Century buildings. If you have not seen or cannot recall the details of an 18th Century house, check the elements you think the structure might have.

1. <u>Exterior Features</u>	<u>Yes</u>	<u>No</u>
<u>Brick (Flemish Bond)</u>		
<u>Clapped board</u>		
<u>Stucco</u>		
<u>Stone</u>		
<u>Shutters</u>		
<u>Chimney (large)</u>		
<u>Small-paned windows</u>		
<u>Bay window</u>		
<u>Paneled front door</u>		
<u>Hipped roof</u>		
<u>Gabled roof</u>		
<u>Dormer windows</u>		
<u>Quoins</u>		
<u>Dentils</u>		
<u>Symmetry</u>		
<u>Fanlight above door</u>		
<u>Pediment above front door</u>		
<u>Lentil</u>		
<u>Skylight</u>		

2. Circle the 18th Century place you have visited:

a. Old Town Alexandria, Virginia

b. Georgetown Washington, D. C.

c. Williamsburg, Virginia

d. List other 18th Century cities:

Identifying Elements of Colonial Architecture

Lesson #2

Goal: Identifying elements of Colonial Architecture

Objective: Students will interpret pictures of colonial dwellings and point out 18th Century architectural elements or the lack of these elements.

Materials: Drawings from the previous day displayed, textbook and encyclopedias

Teacher

Divide students into groups of 4 or 5. Assign each group a number of drawings to evaluate (allow about 10 minutes). Then student groups will report their findings to the class.

Ask student groups to look at all of the drawings displayed and decide what is common to all or most of the houses. As each group reports, list common items on the board or chart paper, such as doors, windows, chimney, etc.

Student

Student should note that all houses have some common elements, such as roofs, windows, doors, etc.

(can be optional)
Locate examples of chimneys in textbook or encyclopedia and conclude that chimneys in New England houses are placed in the center of a dwelling for warmth, and in the South at the end of the dwelling for wall support and safety.

Identifying Elements of Colonial Architecture with Glossary Cards

Lesson #3

Goal: Identifying elements of colonial architecture

Objective: Students will be able to identify at least 5 elements of colonial architecture

Materials: Glossary cards of architectural elements and student drawings; camera and slide film, dictionaries

Teacher

For all of the following features of 18th century houses listed below, ask the following questions and discuss. Use glossary cards to clarify concepts and meanings. These cards should be displayed.

What kind of windows?
How are the windows arranged?
(Introduce symmetry. Use glossary card).

Of what kind of materials is the house constructed? Use glossary card to introduce Flemish-bond pattern and clapboard.

Why are shutters important?

What is a dormer window?
Where is a dormer located?
What is the purpose of a dormer?

What kinds of roofs do you see?
(Show glossary cards of the gabled and hipped roofs).

Introduce the term "quoins." Students look term up in the dictionary. Use glossary card to clarify meaning.

Introduce the term "dentils."
Students look term up in the dictionary. Use Glossary card to clarify meaning.

Student

Student scrutinize drawings for architectural elements in response to teacher's questions.

Small-paned windows or double sash.

Wood (clapboard) or brick

Control light and privacy.

A window projecting from the roof to allow light in the attic.

Gabled or hipped

Students look up terms in dictionary for the following elements: quoin, dentil, lintel, and pediment.

Teacher

Introduce the term "lintel."
Students look up term in the
dictionary. Use Glossary card
to clarify meaning.

Introduce the term "pediment."
Students look up term in the
dictionary. Use Glossary card
to clarify meaning.

*Review: Show slides of 18th
century architecture in
Alexandria.

Using the architectural glossary
cards of colonial elements de-
veloped for this lesson as a
guide, photograph your own slides
of 18th century building facades,
or use magazine illustrations of
colonial homes to reinforce and
bridge the gap between the abstract
and reality.

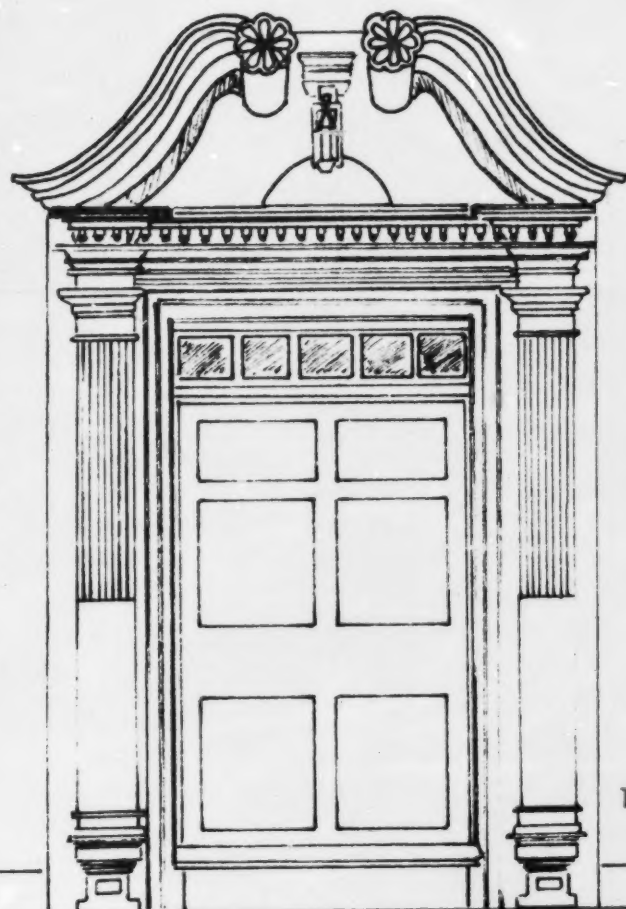
However, a set of architectural
slides was developed to be used
with this lesson to review and
reinforce students' concepts of
colonial architectural elements.
The slides contained facades of buildings
in Alexandria, Virginia (Old Town) il-
lustrating the fifteen colonial archi-
tectural elements on the glossary cards.

Photographing the architectural elements
can be done by the teacher before
commencing this unit, or this can be a
student activity after this lesson.

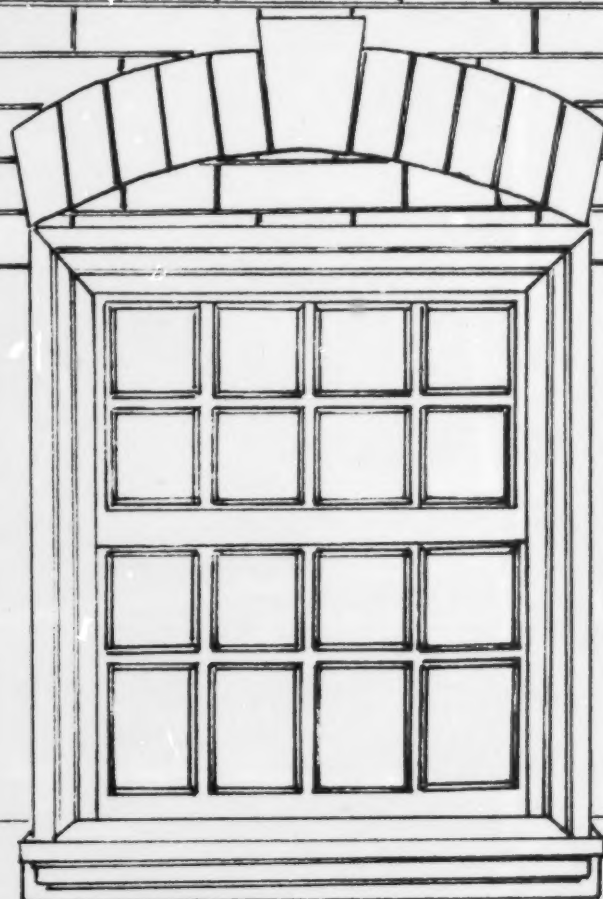
Student

Students point out elements
of colonial architecture in
each structure.

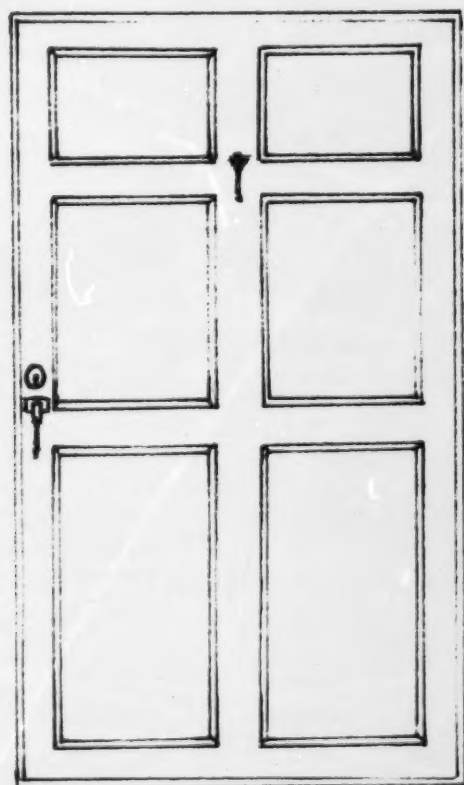
*See Social Studies Curriculum Specialists for Slides



1



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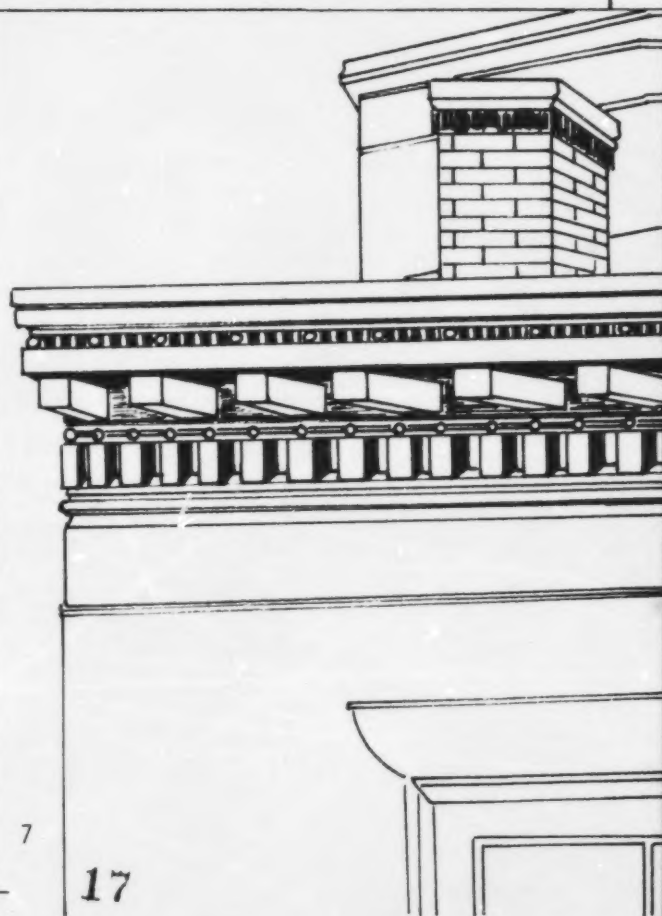
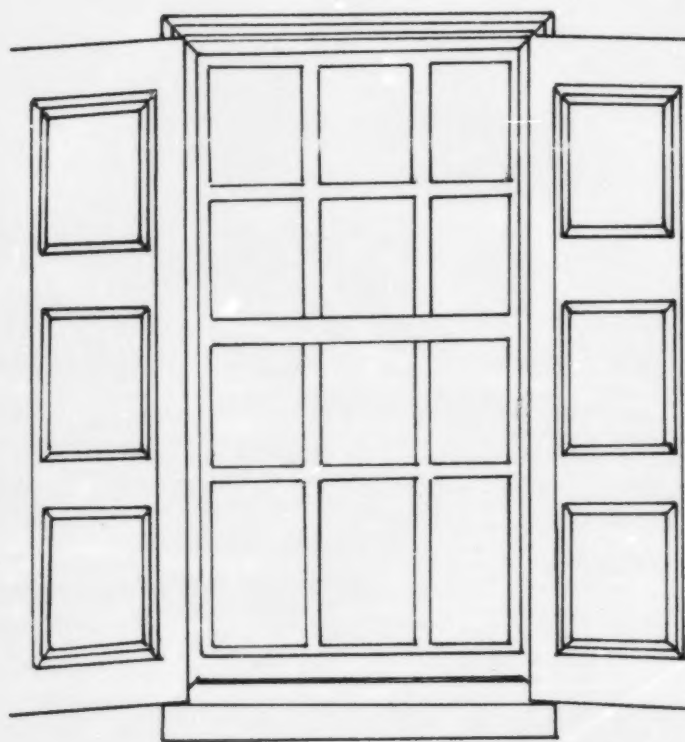


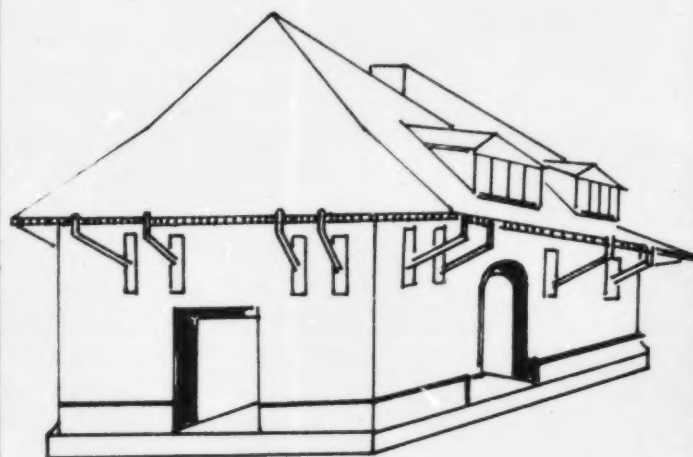
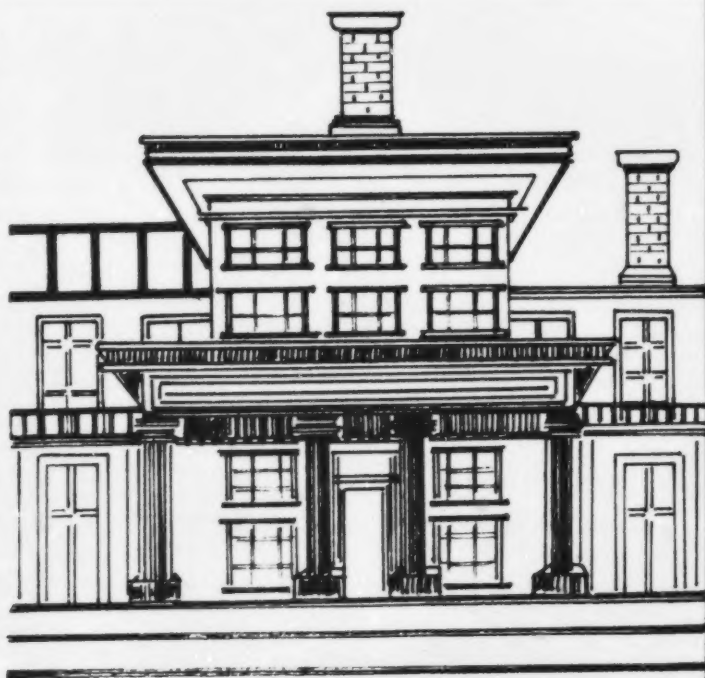
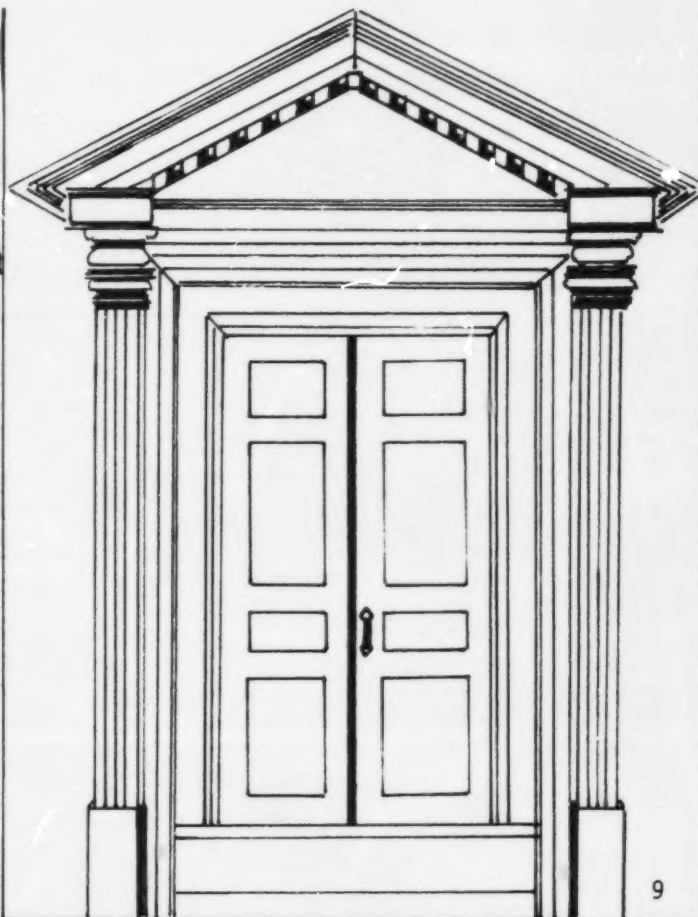
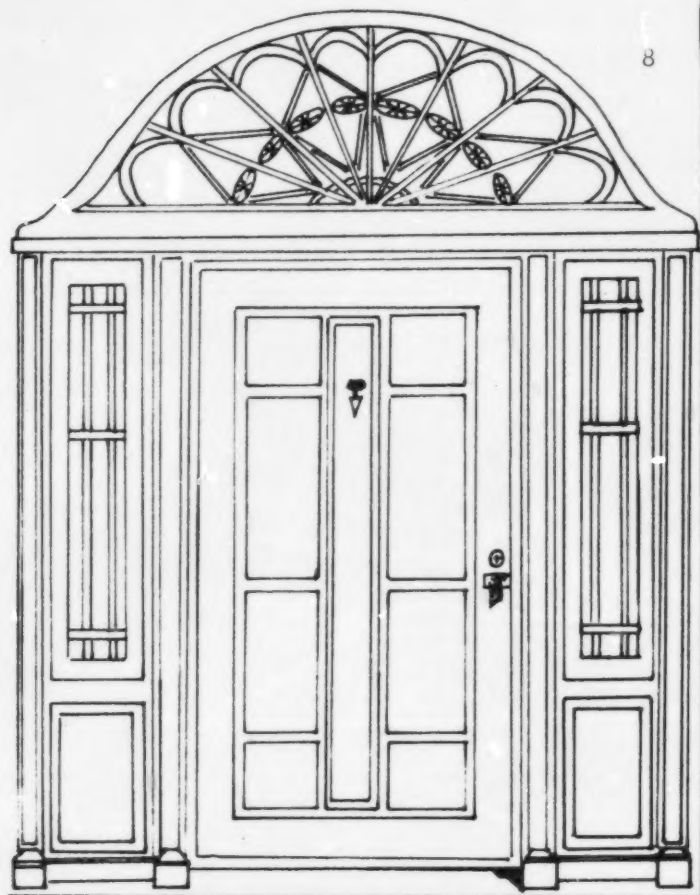
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GLOSSARY CARDS

Cut out elements and corresponding numbered definition strips and mount on 4 x 6 index cards with the drawing on one side & the definition on the back.

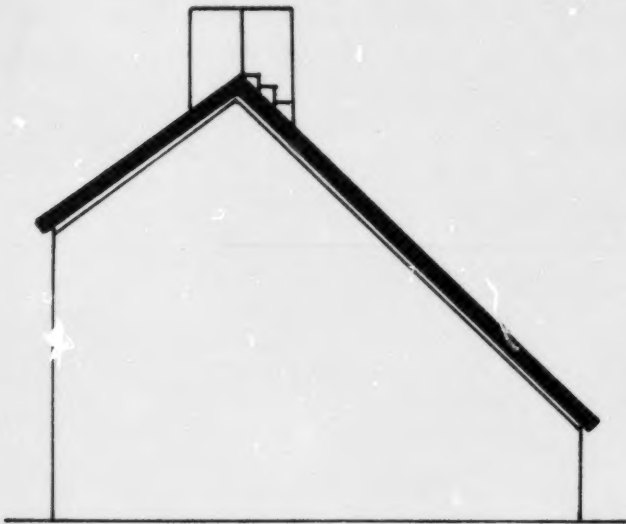
The number that appear on the drawings are for matching purposes only and not meant to be the order in which the elements of architecture are to be taught.





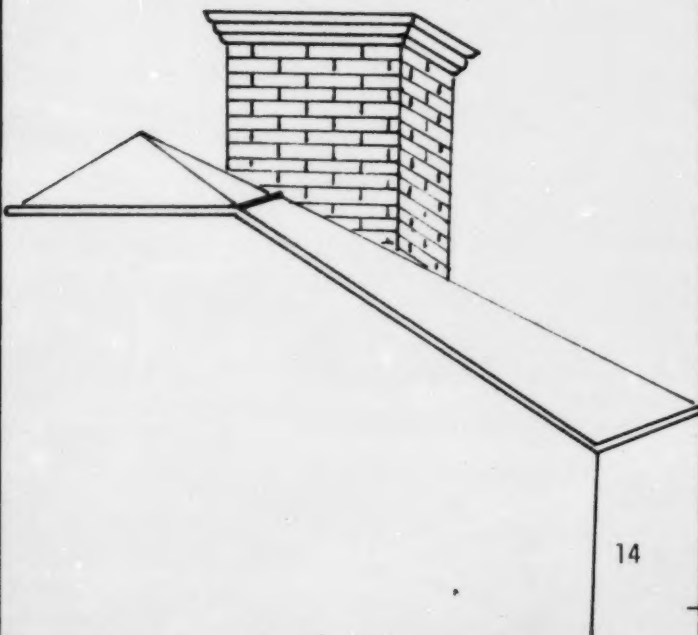
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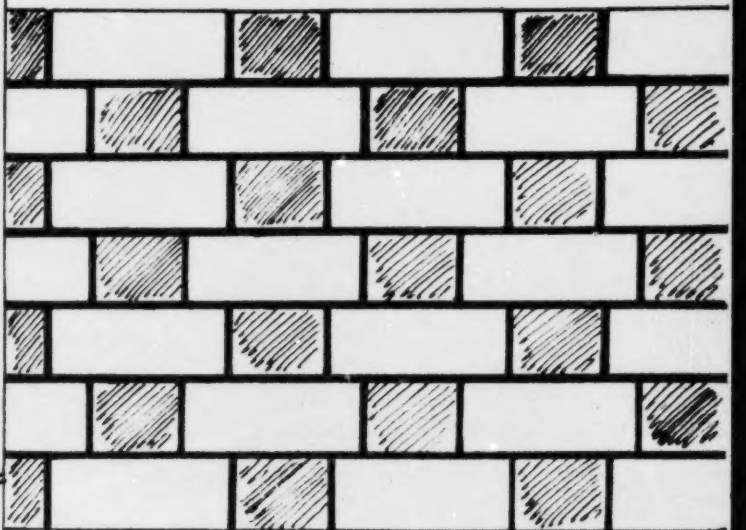


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14



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DEFINITIONS FOR GLOSSARY CARDS

1. Curved Pediment (Broken)

A decorative triangular or curved piece used over doors or windows. It is used both exterior and interior.

2. Brick Lintel (Over windows)

A horizontal beam support for masonry over a window and/or door to carry the weight of the wall above it. Originally, lintels were cut stone slabs about a foot thick.

3. Paneled Door

Paneled doors were common during the colonial period. These paneled doors were used both exterior and interior. Most doors were six-paneled; however, some doors were more than six panels.

4. Clapped Board

Long wooden boards lapping over each other horizontally used as an exterior covering for a building of frame (timber) construction. These boards were usually painted earth colors and later white as a sign of wealth (white pigment expensive to produce at that time.)

5. Quoins

Large stones by which the corner of a building is marked and gives added support to the corner. In colonial architecture brick as well as white limestone was used. These stones or brick slightly protruded from the adjacent masonry.

6. Shutters

An architectural device used to limit access and light but allow passage of air. On the New England colonial, shutters were used to protect the dwelling during severe weather conditions. Also, shutters were often used on the inside of a colonial dwelling to control light. The indoor shutters were solid and paneled like doors.

7. Dentils

A band of small, square, tooth-like wooden blocks found just below the roof line of a colonial dwelling. These were strickly for ornamentation. Sometimes dentils were found inside dwellings in rooms below the cornice and around fireplaces, etc.

8. Fanlight

A semicircular window with radiating panes of glass over the opening of a door.

9. Triangular Pediment

Another type of pediment used a decorative piece over doors and windows. It is used both interior and exterior.

10. Symmetry

Symmetry gave beauty and balance to Georgian architecture. Windows and doors were arranged on either side of a dividing plane (imaginary) creating a state of literal balance demanding exact duplication of elements (doors, windows, etc.)

11. Hipped Roof

A roof that slopes upward from all four sides and has no gables.

12. Gabled Roof

A two-way pitched roof forming a triangular shape at both ends.

13. Dormers

A vertical window projecting from a sloping roof to permit light and ventilation into an attic space.

14. Chimney

Massive chimneys were common to colonial architecture. In New England the single massive chimney that contained up to four flues for four fireplaces was located near the center of the dwelling or near the end walls. In the South the chimneys were located against the exterior side walls.

15. Flemish Bond

Bricks laid in an alternating pattern of headers (ends of brick) and stretchers (sides of brick).

What Did It Look Like Then?

Lesson #4

Goal: Understanding the history of colonial architecture

Objective: Students will be able to identify three architectural styles of the colonial period.

Materials: Student worksheets 1 and 2

Teacher

Distribute student worksheets (reading selection and questions). Ask: What did colonial dwellings look like in the late 17th and 18th centuries? What shapes were they? Today, we can read about the dwellings and learn about three styles of the period.

Check answers orally.

Student

Read selection and answer questions.

Respond orally to questions.

What Did It Look Like Then?

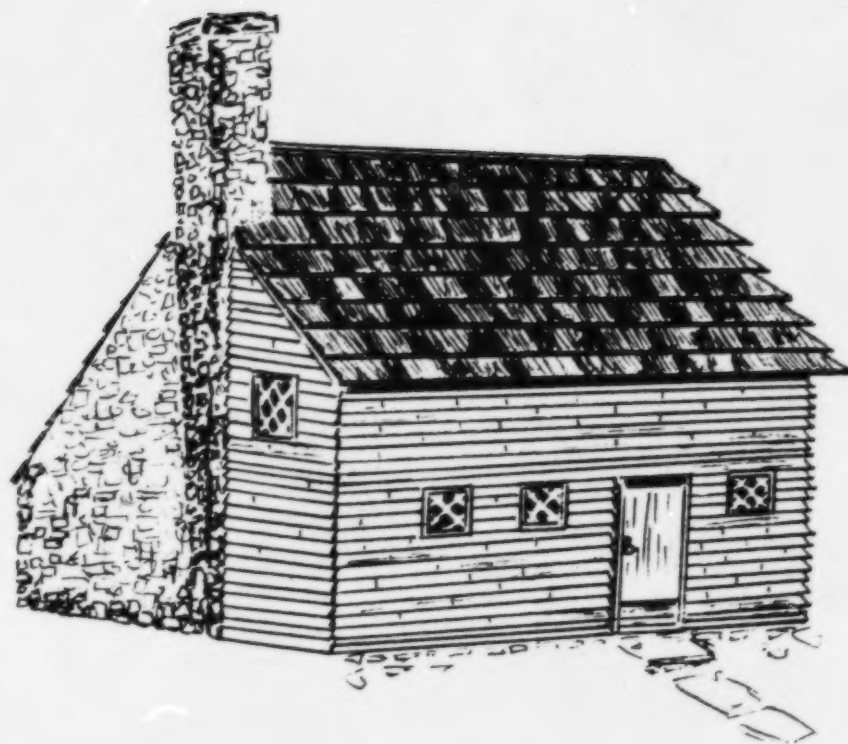
Few early buildings remain from the first English settlers along the East Coast of the United States. Most Seventeenth Century (1601 - 1699) buildings were simple; due to the fact, most settlers were too busy fighting for survival rather than spending time developing architectural style. However, during the Seventeenth and Eighteenth Centuries, the chief building material was timber. As the Eighteenth Century progressed, other building materials were used, such as fieldstones, handmade bricks, and split shingles.

The outside of an Eighteenth Century (1701 - 1799) colonial house was either clapboard, brick, or fieldstone. These building materials were used in a rather straight forward manner, except wood. Wood was originally left unpainted or painted in earth tones. Brick construction was mostly used in cities and plantations in the South. However, stone was used in the Middle Colonies, mainly Pennsylvania and New York.

The early southern colonial dwelling was made of brick or wood (clapboard) with two rooms side by side flanking a central hall. Later during the Eighteenth Century, these houses were two rooms deep flanking a central hall. The typical features of the Eighteenth Century dwelling were a steeply pitched roof with gable ends, massive chimneys at the end of the dwelling, dormer windows, and a symmetrical arrangement of windows and doors.

The New England colonial is characterized by its box-like appearance with its massive central or end chimneys and selectively placed small-paned windows. Often the dwelling was expanded by adding a one-story addition to the rear and extending the roof. On larger dwellings, space was made by placing windows in the gable end of the house forming a half story.

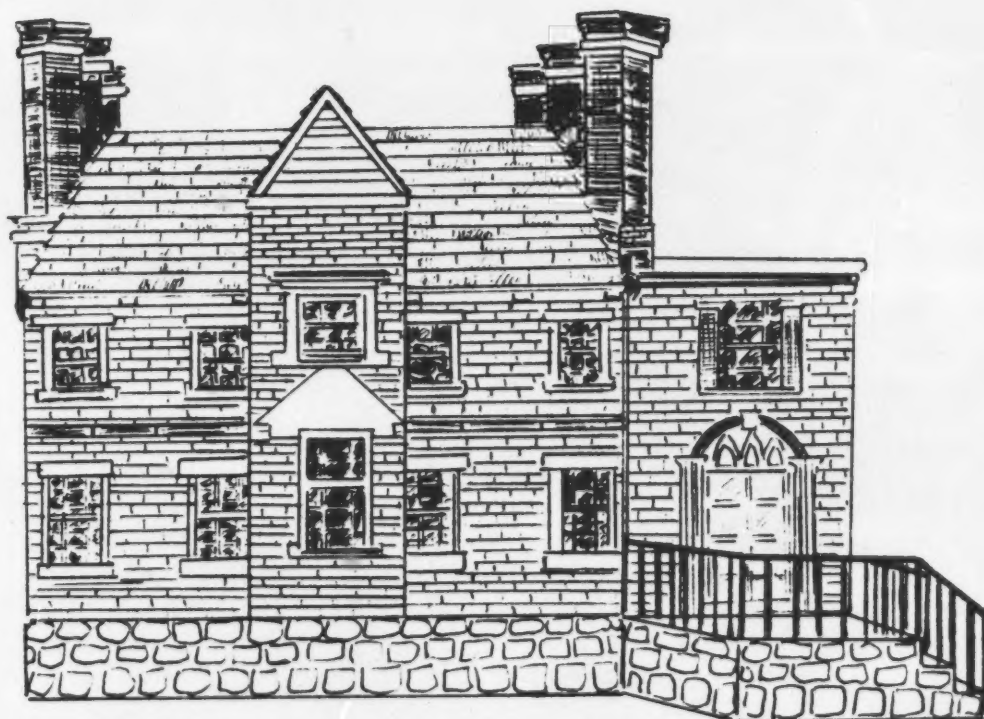
Included in the New England colonial style of architecture is the Dutch Colonial. This Eighteenth Century dwelling was constructed of brick or stone with a steeply pitched roof. The important feature of the Dutch Colonial house is the low curb roof which protected the dwelling from the coldest winter winds. The slope of this low curb roof extended beyond the front and rear of the dwelling forming a deep overhang.



NEW ENGLAND COLONIAL



DUTCH COLONIAL



SOUTHERN COLONIAL

Name _____

DIRECTIONS: Read "What Did It Look Like Then?" Match the architectural characteristics on the right with the architectural styles on the left. Some characteristics might be common to both styles.

Southern Colonial

New England Colonial

low curb roof
dormer
central hall
half story
plantation
Dutch Colonial

brick construction
central chimney
stone construction
symmetry
box-like appearance

Directions: Complete the following statements.

1. Brick construction in the Eighteenth Century was mostly used in _____.
2. The windows and doors on the southern colonial were arranged in a _____ pattern.
3. The Dutch Colonial house low curb roof protected it from _____.

DIRECTIONS: Read the article "What Did It Look Like Then?" What conclusions can you make about the statements below.

1. Wood (timber) was the main construction material of the Seventeenth and early Eighteenth Centuries. Explain why other building materials were not used as much. _____

2. In the southern colonial, the rooms were arranged around a central hall. Why did they do this? _____

Name _____

DIRECTIONS: Read "What Did It Look Like Then?" Match the architectural characteristics on the right with the architectural styles on the left. Some characteristics might be common to both styles.

Southern Colonial	New England Colonial	
dormer	low curb roof	low curb roof
central hall	half story	dormer
plantation	Dutch Colonial	central hall
brick construction	central chimney	half story
symmetry	stone construction	plantation
	box-like appearance	Dutch Colonial
		brick construction
		central chimney
		stone construction
		symmetry
		box-like appearance

Directions: Complete the following statements.

1. Brick construction in the Eighteenth Century was mostly used in cities and plantations in the South.
_____.
2. The windows and doors on the southern colonial were arranged in a
_____ symmetrical _____ pattern.
3. The Dutch Colonial house low curb roof protected it from winter
_____ winds _____.

DIRECTIONS: Read the article "What Did It Look Like Then?" What conclusions can you make about the statements below.

1. Wood (timber) was the main construction material of the Seventeenth and early Eighteenth Centuries. Explain why other building materials were not used as much. Timber was plentiful, and technology had not developed for handling other materials, such as mass production of brick and mortar. Also, skilled craftsmen were needed to handle these new materials.
2. In the southern colonial, the rooms were arranged around a central hall. Why did they do this? This was important for air circulation because the summers were very hot in the South.

Floor Plan of Carlyle House

Lesson #5

Note to the Teacher: For lessons 5, 6, and 7, a walking tour of Alexandria and a visit to the Carlyle House is suggested. However, any historic area and the floor plan of an old building (18th century preferred, but 19th or 20th century will suffice) can be substituted for these lessons.

(The floor plan lessons must be done prior to the Carlyle House visit).

Goal: Reading floor plans for architectural details

Objective: Students will be able to interpret and draw floor plans.

Materials: Drawing paper, rulers, Carlyle House Floor Plan, Teacher's Guide, overhead projector and floor plan transparency (make transparency by using Thermafax Machine)

Teacher

Introduce lesson by showing the Carlyle House floor plan using the overhead projector.

Ask: Has anyone seen anything like this? What is the name of this kind of drawing? What kind of view does this plan give us?

Assess students knowledge of floor plans by asking the following questions:

What are the symbols on this floor plan? Point to the following symbols using teacher's guide: Doors, Windows, Stairs (interior), Steps (exterior), etc.

Ask students to look at their classroom noting the location of windows, doors, support posts and/or walls, chalk board, bulletin board, closets, sink, etc.

Review basic floor plan symbols for doors, windows, closets, etc. (See Teachers Guide)

Distribute drawing paper and rulers. Ask students to make a "quick" floor plan of the classroom. Allow approximately 15 min. Before starting, establish the

Student

Response: "Floor Plan"

Response: Overhead or "Bird's eye"

Response: Vary

Teacher

locations of front and back of the classroom for reference points. Also, have students put an (X) for the location of his/her desk on the floor plan.

Collect floor plans and display on the bulletin board.

Evaluate floor plans by using the student's desk as reference point for locating architectural elements. Ask: What is to the right or left of the desk? What is in front or behind the desk? Use this reference to locate the following: door(s), windows, etc.

Follow-up to lesson:

Ask students to make a floor plan of the first floor of their house or apartment. Architectural floor plan symbols must be used for doors, closets, windows, etc.

Have students evaluate their floor plans by having a classmate who has visited their home or apartment check the accuracy.

Collect and display floor plans.

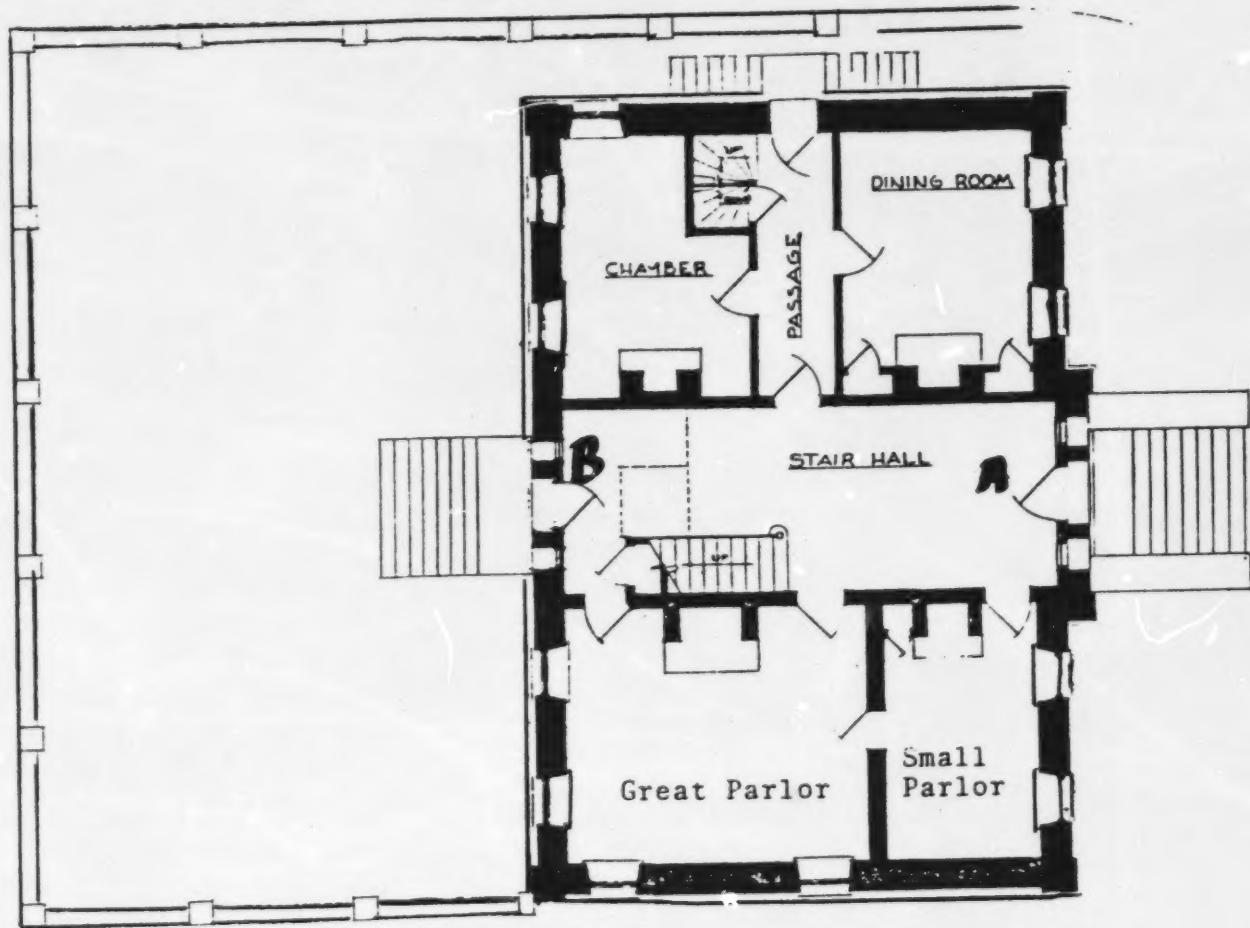
Student

Draw Floor Plan of classroom.

Response: Vary

Home assignment: Draw the first floor plan of house or apartment.

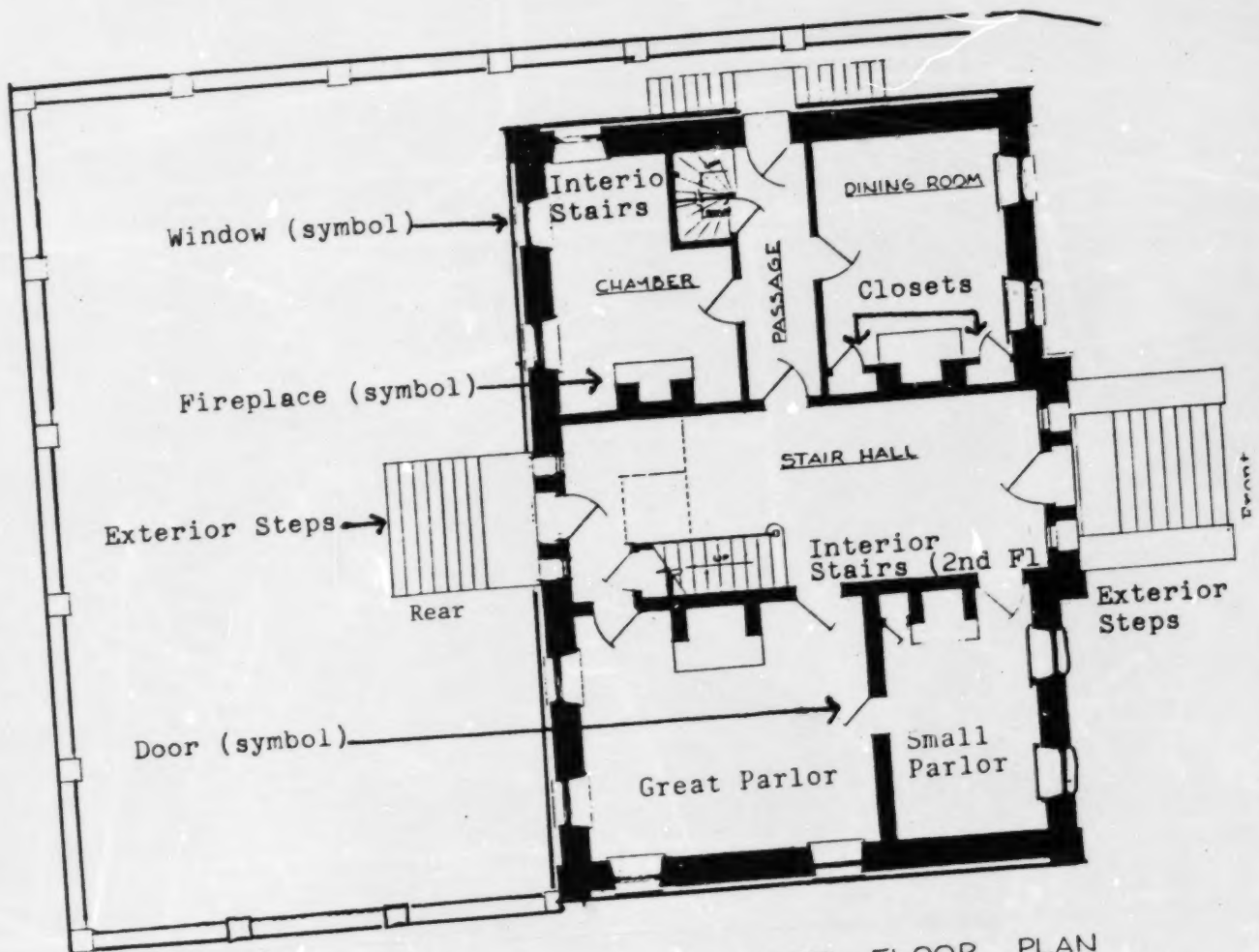
THERMAFAX AND DITTO MASTER
(Teacher and student)



CARLYLE HOUSE
DORIA, VIRGINIA

EVERETTE FAUBER JR. F.A.S.

SCHEME for RESTORATION



FIRST FLOOR PLAN

CARLYLE HOUSE
ANDRIA, VIRGINIA

EVERETTE FAUBER JR. FAIA

SCHEME for RESTORAT

Student Worksheet

Lesson #6

Goal: Reading floor plans for architectural details

Objective: Students will be able to interpret a simple floor plan

Materials: Coded floor plan of the Carlyle House, overhead projector and transparency (make transparency by using Xerox copy of floor plan), student worksheet and floor plan, ditto copies of Carlyle House floor plan for each student.

Teacher

Distribute dittoed floor plans of Carlyle House and student worksheets.

Use overhead projector with transparency of Carlyle House floor plan. Ask students to label the following items as they are pointed out.

- Interior stairs to second floor
- Interior stairs to basement
- Windows
- Doors
- Closets
- Fireplaces
- Entrances front and rear

After labeling floor plan, students complete worksheet. Allow 15 - 20 minutes for this activity.

Evaluate lesson by using the overhead projector and transparency to verify student answers on worksheet.

Student

Label floor plan

Students complete worksheets

Discuss answers orally

CARLYLE HOUSE FLOOR PLAN

DIRECTIONS: Using the floor plan of the Carlyle House answer the following questions.

1. There are (how many?) _____ windows on the first floor. (Openings beside the two outside entrances are "lights" not windows.)
2. Which room has three windows? _____
Two rooms have only two windows. What are these rooms? _____

3. There are _____ outside entrances to this house.
4. There are _____ fireplaces on the first floor. How are they different?

5. There are two rooms on the first floor without closets. Name these two rooms

6. Give the exact location of the stair case that goes up to the second floor only and the name of the room it touches. _____

7. Which exterior steps would be the front entrance to this house? How did you arrive at this conclusion? _____

8. There is no kitchen on the first floor of this house. Where might the kitchen be located? Why? _____

9. Which room could you enter to go to the Great Parlor? _____
10. Some rooms in the Carlyle House have two closets or one closet and there is one room without a closet. Why are there two closets in the dining room?

NAME _____

Student Worksheet #1
Lesson 6
Teacher Answer Sheet

CARLYLE HOUSE FLOOR PLAN

DIRECTIONS: Using the floor plan of the Carlyle House answer the following questions.

1. There are (how many?) 11 windows on the first floor. (Openings beside the two outside entrances are "lights" not windows.)
2. Which room has three windows? chamber
Two rooms have only two windows. What are these rooms? Dining Room
Small Parlor
3. There are 2 outside entrances to this house.
4. There are 4 fireplaces on the first floor. How are they different?
Some are larger than others
5. There are two rooms on the first floor without closets. Name these two rooms.
Great Parlor and Chamber
6. Give the exact location of the stair case that goes up to the second floor only and the name of the room it touches. Located in the stair hall and touches the Great Parlor
7. Which exterior steps would be the front entrance to this house? How did you arrive at this conclusion? "A" The steps are larger and/or wider
8. There is no kitchen on the first floor of this house. Where might the kitchen be located? Why? The kitchen was located in the basement. (Accept any logical response)
9. Which room could you enter to go to the Great Parlor? Small Parlor
10. Some rooms in the Carlyle House have two closets or one closet and there is one room without a closet. Why are there two closets in the dining room?
To store china (dishes) and table linens.

Exterior and Interior Architectural Elements

Note: This activity should be done prior to the Walking Tour.

Lesson #7

Goal: To identify interior and exterior colonial architectural elements

Objective: Students will be able to classify 18th Century colonial architectural elements as exterior or interior or both.

Materials: Glossary cards, option (chart paper)

Teacher

Using glossary cards, ask the class to respond by describing the colonial elements shown and telling whether the element is found on the exterior or interior of a colonial house or both places (exterior and interior). Write the categories on the board or chart paper.

Student

Respond orally when shown a glossary card.

Exterior

Interior

Both

Brick
Lintel

Clapped
Board
Quoins

Fanlight
Triangular
Pediment
Symmetry
Hipped Roof
Gabled Roof
Dormers
Chimney
Flemish Bond

Curved
Pedimen

Paneled
Door

Shutters
Dentils

Walking Tour of Alexandria

Lesson #8

Note: A field trip to the Carlyle House or to a similar 18th Century place would be a useful experience for students.

Goal: To identify 18th Century architectural elements and understand the role of various craftsmen in building Alexandria

Objectives: Students will be able to recognize five exterior and interior colonial architectural elements in both restored and unrestored dwellings.

Students will be able to compare the life styles of people living in two communities in Alexandria through observation of exteriors - Captain's Row and a neighborhood several blocks away (900 Block of Princess Street).

Students will be able to identify on self-made diagrams of the Carlyle House the following interior elements: dentils, pediment, paneled door, crown mouldings, shutters, chair rail, newel-post, etc.

Materials: Prior use of learning kit from the Lyceum Museum and resource person visit, and the Carlyle House sketch sheet for each student.

Teacher

Call the Lyceum Museum and reconfirm your walking tour and Carlyle House visit for the purpose of seeing the house and allowing about 15 minutes for students to sketch the Great Parlor.

Ask bus driver to return by way of the 900 block of Princess Street. Even though the dwellings on this short block have 20th Century facades, students will get the idea that life was quite different in this area.

These questions can be asked on the bus at the site (900 block of Princess street) or after returning to school:

- 1) Who settled near the river (Potomac)?
- 2) Who settled in this area several blocks from the river? Why?
- 3) Which area was settled first? Why?

Student

Role play various craftsmen and residents living in the 18th Century during this tour.

At Carlyle House, students will sketch the Great Parlor interior.

Observe and visually compare with houses seen near the river earlier in the tour.

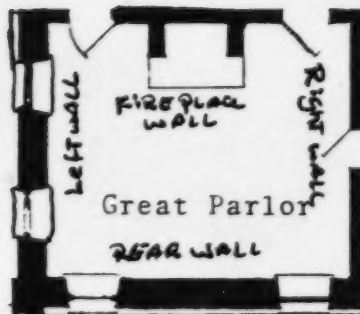
Responses:

- 1) Merchants, craftsmen, etc.
- 2) Laborers, apprentices, etc. Land was available, and probably cheaper
- 3) The waterfront - due to shipping and the river, the main mode of commerce.

THE CARLYLE HOUSE VISIT

Directions: The worksheets that follow are to be used for drawing the architectural details found in the Great Parlor of the Carlyle House. There are two worksheets - one for drawing the 12 foot walls (right or left walls when facing the fireplace) and the 20 foot walls (wall with fireplace or rear).

Using this illustration, divide the class into four groups to sketch the four walls of the Great Parlor. Assign each group a specific wall to sketch using the illustration below. For the success of this activity, make sure students have a clear understanding of the task before the trip (specific wall to be sketched, location of the ceiling on the paper, and to use the complete space provided. When students return to school, assemble students in groups of four (each student with a different wall), and tape the students' drawings of walls together to form the Great Parlor. Then, show the slides of the Carlyle House and compare.



Ceiling

15

-32-

41

12 ft.

40

Modern Adaptations of Colonial Elements

Lesson #9

- Goal: To recognize modern adaptations of colonial architectural elements.
- Objectives: The student will be able to look at slides or magazine illustrations and point out modern adaptations of colonial elements.
- Materials: Slide projector, slides*, or magazine illustrations of modern buildings showing adaptations of colonial elements. (These illustrations can be mounted and displayed on the bulletin board).

Teacher

Introduction to lesson: 20th Century architecture owes a great deal to the past. Our modern buildings often reflect styles of the past. One style that greatly influenced 20th Century architecture was "colonial." Let's look at some colonial architectural elements as they appear in these structures. Show slides or magazine illustrations.

pediment
quoin
symmetry
gabled or hipped roof
six-paneled door
small paned windows
chimney(s)
dormers

Student

Look at pictures and point out colonial elements (orally).

Follow-up: Locate and bring to class a magazine or newspaper illustration of colonial architectural elements on a modern building.

*See Social Studies Curriculum Specialist for Slides. A set of slides was developed specifically for this lesson showing modern structures to check students' knowledge of architectural elements and their modern application. However, it is quite safe to say that most communities contain many modern structures (houses, office buildings, etc.) that contain many colonial features, and those structures can be photographed to reflect the architectural heritage of your students' environment. The Glossary cards will be very helpful in identifying colonial architectural elements on modern buildings.

Culmination - Colonial Dwellings - Past, Present, and Future

Lesson #10

Goal: Culmination - Designing a colonial dwelling (past, present, and future)

Objective: Students will understand how tradition has been altered through the use of architectural elements.

Materials: Chart paper (record all information on chart paper for future reference) and magic markers

Note to Teacher: Before starting this lesson, review previous day's lesson (9). Ask student volunteers to share their magazine/newspaper illustrations and point out 18th Century colonial architectural elements.

Teacher

Introduce culmination activity by discussing (reviewing) how the 18th Century colonial house looked.

(This can be posed as a question to students). List characteristics on chart paper under "18th Century Colonial - Past."

Present. Ask: How many of you live in a so-called "Colonial Style" house? What are the exterior features that make this house colonial? List characteristics on chart paper under the heading - "20th Century Colonial - Present."

At this point, compare the 18th Century colonial elements with the 20th Century elements.
Ask: What are the similarities and differences.

Future - Ask: What might the colonial house of the year 2000 look like? List ideas on the chart paper under the heading "21st Century Colonials - Future." Introduce "Space Age" technology and materials. Example, the exterior might be all plastic (simulated brick) instead of real brick.

Student

Response: Massive chimneys, small paned windows, gabled or hipped roofs, etc.

Response: Vary - chimney, brick exterior, small paned windows, etc.

Actually, all the elements are basically the same, except the Flemish Bond exterior. There are other brick patterns used and simulated clapped board.

Response: Vary

Teacher

The shape of the house might be different too, but it will still have colonial elements.

Inform students that this information will be used to construct 3 types of colonial houses.

Student

Designing a Colonial Dwelling

Lesson #11

- Goal: Culmination - Designing a colonial dwelling (Past, Present, and Future)
- Objective: Students will construct, display, and evaluate houses with each house to show at least 5 colonial architectural elements.
- Materials: Cardboard, construction paper (assorted colonial colors), scissors, X-acto knives, Elmer's glue, magic markers, rulers, yard (meter) sticks (metal, if possible).
- Resources: Cardboard can be obtained from school system warehouse, moving companies, stores, etc.
For elementary grades, parent volunteers are helpful (about 3) to assist students on the initial days of this project with measurements and cutting.
- Time Period: At least one week

Teacher

Using the 3 charts from the previous day, organize class into 3 groups (past - 18th Century, present - 20th Century, and future - 21st Century. Each student will construct a model representative of the assigned time period.

Remind students that the dwellings must contain at least 5 colonial architectural elements.

Place this illustration on the chalkboard to show outline of walls and proportions. For example: 18th Century colonial:



- 1) Cut on solid lines.
- 2) Score on broken lines and fold in opposite direction.

Student

Students sketch outline of house on cardboard before cutting

Construct house and add elements. (A bootscraper and gossip mirror are not elements, but accessories).

Teacher

Student

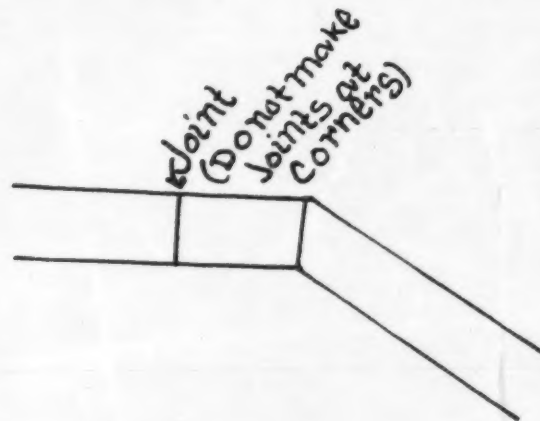
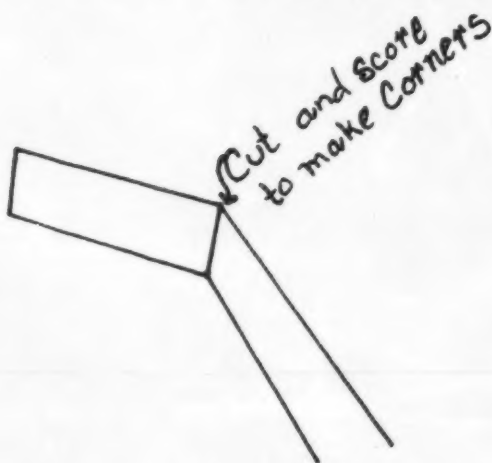
Reminders:

1. Safety concerning the use of X-acto knives.
2. Cutting and scoring of cardboard (see illustration).
3. Gluing takes patience. Allow 15 to 20 seconds for joints to adhere. A classmate can be helpful at this point, or a small piece of masking tape can be used for temporary holding.
4. Base - a piece of cardboard larger than house. As soon as the house is cut and walls glued together, glue house to base.
5. Cutting of cardboard should be done on a well covered table (so the knife won't cut the table top) with at least two layers of cardboard and a metal "straight edge."
6. Scoring - cutting through the first layer(s) of cardboard. This makes bending easier, but must be done the opposite of the intended bend.
7. Joints - intersection of two pieces of cardboard (see illustration).

Evaluation:

Display houses and have students identify the time period and colonial architectural elements on each dwelling. Other classes can be invited to see homes, and students can act as guides for the "house tours."

Show houses and have classmates point out colonial elements.



Appendix

Learning Kit and Walking Tour of Alexandria

1. Call the Lyceum (Alexandria Museum) early (preferably in September or October) to set up your tour and Carlyle House visit and kit, even though you might not begin this unit until spring. The Museum's Education Coordinator will arrange your Carlyle House tour as part of the walking tour. Call Ken Turino, museum Education Coordinator, 838-4997. Ask for the special Alexandria tour for HISTORY BY THE BLOCK Project for Arlington Schools.

Call the Carlyle House, even though tour arrangements have been made through the Lyceum, to inform the Educational Coordinator that this is a special request for a 30-minute tour with approximately 10 minutes of the 30 used for sketching the Great Parlor. Be sure to ask to see the unfinished room on the second floor.

THE CARLYLE HOUSE (1752)
121 N. Fairfax Street
549-2997 (Ask for Educational Coordinator)

Site: An 18th century merchant's home. Exhibits of decorative arts and architecture.

Children's Tours: For this house tour, 18th century daily life in a merchant's home is emphasized. Kids can see the special exhibit on building in the 18th century. The tour stresses comparing 18th and 20th century life.

Hours: Tuesday - Saturday, 10-5; Sunday 12-5.

Fees: 25¢ per person, including chaperones and teachers.

Group Size: 30 maximum; at least 2 chaperones.

Time for Tour: About 30 minutes.

2. Arrange to have the school bus driver to drop your group off at The Lyceum, 201 S. Washington Street no later than 10:00 A.M. and pick up your group at the Carlyle House. In case of inclement weather, clear with the transportation department that the tour will be done mostly by bus.
3. The learning kit and two classroom programs by resource persons from the Lyceum cost \$5.00. The kit contains 3 lessons and accompanying materials on loan for two weeks.

Lesson 1 - Introduction to the history of Alexandria through the use of slides and worksheets.

Lesson 2 - Use of primary source materials - census sheet, newspaper advertisement from the 18th century, occupation cards and objects for students to handle.

Lesson 3 - Looking at maps from prior to 1748 to present. This lesson contains six maps for students to see how change has taken place.

Inside Old Town

George Washington Bicentennial Center now offers a kit to prepare your students for a learning experience in Alexandria. The kit introduces your students to the 18th century port city Alexandria and orients them to the cityscape, museums, and some objects they will see during their visit to our community.

The three part program works as follows:

- A museum educator brings the kit, Inside Old Town, to your classroom. While there, she introduces the kit to your students with a 45-minute time line activity.
- With the assistance of a teacher's guide, you complete the lessons within 2 weeks.
- You bring your students to Old Town, our living historical community, to experience first hand the concepts and skills they've developed. When you visit Alexandria, return the kit to the Center.

The kit stresses the concepts of change, diversity, and interrelationships within the context of 18th century Alexandria. Lessons, supplemented with maps, excerpts from Alexandria's 1799 census, reproduction objects, early newspaper advertisements, and slides, assist your students in learning to gather facts, draw conclusions, and read charts, graphs and maps.

The kit is easy to use: an accompanying teacher's guide provides complete lesson plans. Primarily designed to coincide with the 5th grade study of Colonial Virginia, the kit is flexible enough to use at other levels with slight modification. Use of the kit is \$5.00. This includes two programs in your classroom.

To schedule a kit and Old Town experience, first review the options available for your field trip. Then decide a date for our visit to you and a date, two weeks later, for your field trip to Old Town. A checklist on the back of the brochure will assist you in gathering all the information you need for a reservation. We look forward to your call (703-838-4997).

Before you call the Lyceum (703-838-4997) for a program reservation, please have available the necessary information listed below. You may choose to plan your program with 1 or 2 colleagues. We can accommodate up to three classes at one time.

- Determine date and time for museum educator to present time line lesson to your class (45 min. per class). Have at least 1 alternate date in mind.
- Determine date, approximately 2 weeks later, for field trip. Have at least 1 alternate date in mind.
- Know where your class can arrive in Old Town Alexandria for the field trip. Know at what time your class must leave Alexandria to return to school.

-Calculate the number of hours which your class can spend in Old Town. Choose 1 activity for each full hour you have available. (The Bicentennial Center program is 1 of these choices). Have at least one alternate site in mind.

-Call the Lyceum (703-838-4997) and ask for the museum education coordinator to make your reservation for architectural tour and Carlyle House visit. (Cost \$0.25 per child).

Bibliography

Blumenson, John J. - G. Identifying American Architecture. American Association for State and Local History, (1400 Eighth Avenue South, Nashville, Tenn. 37203), 1977.

This guide covers architectural styles and terms from 1600-1945. On each page there are photographs and an accompanying description of the architectural style. The significant architectural elements are numbered on the buildings to match characteristics mentioned on the page. The material in this Guide is well presented.

However, this book comes in hardback and paperback.

Educational Designs, Inc. Good Old Houses Neighborhood. Educational Designs, Inc. (1310 Hill Street, Ann Arbor, Mi. 48104), 1981.

An excellent book of basic house styles with with a description of each style. These houses can be cut out or colored by the student.

Harris, Cyril M. Historic Architecture Sourcebook. McGraw-Hill Book Company, 1977.

This source book is like an architectural dictionary. It gives meanings with accompanying illustrations that are frequently used in writing or talking about historical architecture. All illustrations are clear and detailed. An excellent book!

Poppeliers, John et al. What Style Is It? The Preservation Press of the National Trust for Historic Preservation, Washington, D. C. 1976-1977.

A very good resource for understanding style. It has photographs that clearly explain style. The selected examples of the various styles are good as well as the accompanying text.

Rifkind, Carole. A Field Guide To American Architecture. The New American Library, 1980. Cost \$9.95.

A Field Guide To American Architecture is an excellent book for historical architecture. The line drawings and photographs are outstanding and easy to interpret. The text is easy to read and an outstanding resource for teachers and students (upper elementary).